

KENTUCKY



November 2003

NOTE TO THE READER:

This FIT WIC Activity Kit is provided to local WIC agencies to assist them in promoting physical activity among all preschool children and to teach parents/caregivers the importance of physical activity at a young age. Research indicates that physical activity habits developed at an early age will continue throughout one's life.

The FIT WIC Activity Kit has activities and suggestions based on the Social Cognitive Theory of Learning. According to this theory, people learn not only through their own experiences, but also by observing the actions of others and the results of those actions. These materials were developed as a result of focus groups with WIC participants in Vermont who discussed specifically the parents' perceptions of the needs of physical activity for preschool children. Surveys conducted for local WIC staff in Vermont revealed that parents/caregivers were more likely to accept messages regarding the need for increased physical activity than they were to accept messages regarding dietary changes. The outcome of these focus groups and surveys resulted in the FIT WIC Activity Kit that was distributed to WIC parents/caregivers to use at home. The evaluation component for Vermont included extensive pre- and post-testing in both control and intervention groups to assess factors that affect family physical activity and how the kit was used in the home. The outcome was that most families thought the kit was "great" and continued usage of the kit three to five months later.

This FIT WIC Activity Kit was adapted from the Vermont WIC Program FIT WIC Project. The FIT WIC Project resulted from a United States Department of Agriculture special grant to five WIC Programs regarding nutrition and physical activity. Kentucky and Vermont were two states that participated in this special grant. We wish to thank Karen Flynn, Linda Walfield, Lynne Hathaway-Bortree and Jen Woodard from the Vermont Department of Health and also Jean Harvey-Berino from the University of Vermont for their assistance.

We also wish to thank Terri Thorpe, Administrative Support Staff at the Marshall County Health Department, for her invaluable assistance and Dianna Colson, CN for coordinating this project.

We hope you will find this "grab bag" of parent ideas, active play ideas and resources to help Kentucky's kids spend less time being sedentary and more time playing vigorously!!

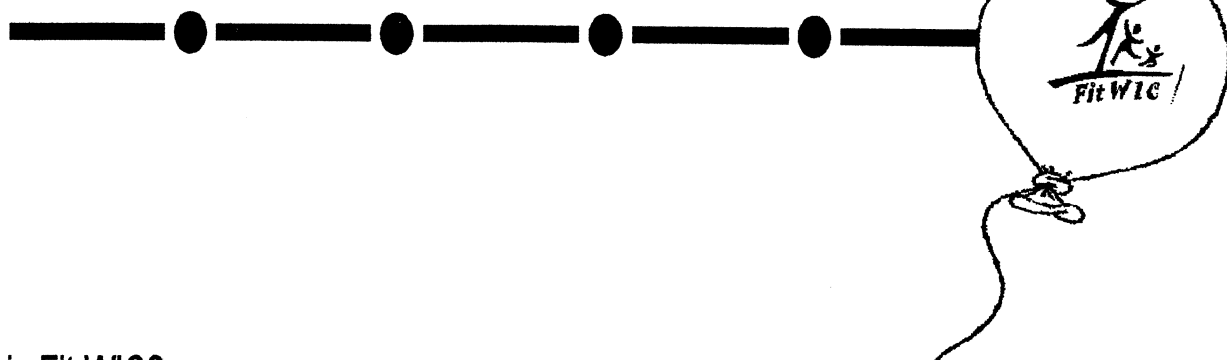


Fran Hawkins
Manager
Nutrition Services Branch

ACTIVITY KIT



TABLE OF CONTENTS



What is Fit WIC?.....1

Contents of the FIT WIC kit.....2

Suggested Items To Purchase.....3

FIT WIC Educator's Guide.....4

Everyday Activities.....20

Quiet Time Activities.....24

Skill Building Activities.....28

Special Outings and Exploring Your Community.....

(Place Local community places to play, walk, bike, etc. in this section).



WHAT IS FIT WIC?

Fit WIC is a multi-state project, funded under the 1999 WIC Special Projects Grant, with a mission to develop programs to prevent overweight in young children receiving WIC services. The primary goal of the Kentucky Fit WIC Program is to help increase the time young children spend playing actively and decrease the time they spend being sedentary.

The Fit WIC Educator's Guide is a resource for educators of families with young children, including WIC, Head Start, childcare, preschool and playgroup providers. It provides physical activity lesson plan ideas for preschoolers and their families. By having the parent or other caregiver, as well as the lesson, we hope to encourage continued participation in the activities at home. Play Everyday.



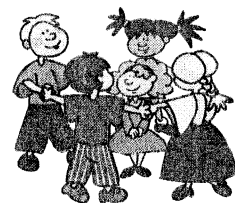
DEVELOPMENTALLY APPROPRIATE PHYSICAL ACTIVITY FOR PRESCHOOLERS

The activities in this guide are designed for children 3 to 5 years old. Young children need to participate in age appropriate skill building activities to help them develop physical, as well as social, emotional and cognitive skills. Children learn best when they can integrate all of these aspects of development.

- ★ Basic motor skills such as throwing, catching, kicking, balancing, etc. should be taught to young children using age developmentally appropriate methods. The fundamental skills learned during the toddler and preschool years are essential building blocks for adding the more complex motor skills that are required during the school years and on into adulthood. These are skills that children will use throughout their lives. Active children may be more likely to grow into active adults.
- ★ Preschool movement activities involve the large muscle groups and focus on gross motor practice much more than the small muscle, fine motor activities that appropriate for older children.
- ★ Young children are naturally active and enjoy exploring their environment when given the opportunity. They are interested in playing with others, but may not always be able to share or wait their turn. It is best if each child can have his/her own equipment, allowing all children in a group to play simultaneously and continuously. The emphasis should be on cooperation, not competition.
- ★ Sometimes it's good to let children run with their imaginations, while at other times it's good to direct their play. Young children like and need guidance.
- ★ The National Alliance for Sports and Physical Education (NASPE) had recently published specific physical activity guidelines for children birth to age 5. It is recommended that preschoolers (ages 3 to 5) accumulate 60 minutes or more of structured, or adult-oriented, active play each day.
- ★ Children tend to have short bursts of vigorous activity, followed by recovery periods, throughout the day. Children ages 3-5 should not be sedentary for more than 60 minutes at a time except while sleeping.

Some of the lesson plans lend themselves very well to setting up "activity stations" and dividing your participants among the stations. Set up each station ahead of time with the necessary materials, and hang the instructions for doing the activity. You can use the reproducible parent hand-outs to make instructional posters. A drinking water station would be appreciated!

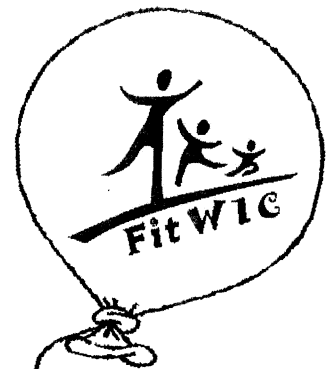
The children attending your WICivity will come with a variety of skill levels. Remind parents of this, and ask them to avoid comparing their child's abilities to someone else's. Encourage parents to modify physical activities to fit their child's skill level so that each child can feel successful.





YOUR FIT WIC PHYSICAL ACTIVITY KIT INCLUDES:

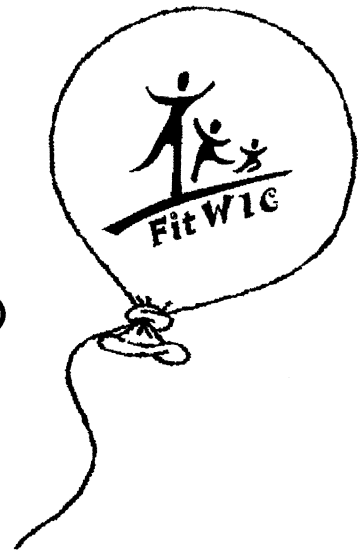
- ✓ A FIT WIC Activity Guide
- ✓ Two beach balls
- ✓ Playtime Favorites CD
- ✓ Bodywise CD
- ✓ Playing with Your Baby booklet (English and Spanish)
- ✓ Playing with Your 3 to 5 Year Old booklet (English and Spanish)
- ✓ Playing with Your Toddler Booklet (English and Spanish)
- ✓ *The Berenstain Bears and Too Much TV* book
- ✓ *The Berestein Bears and Too Much Junk Food* Book
- ✓ It's Fun to Play Everyday Coloring Book
- ✓ Children Growing Healthy Booklet (English and Spanish)
- ✓ "Just Move It" Pads



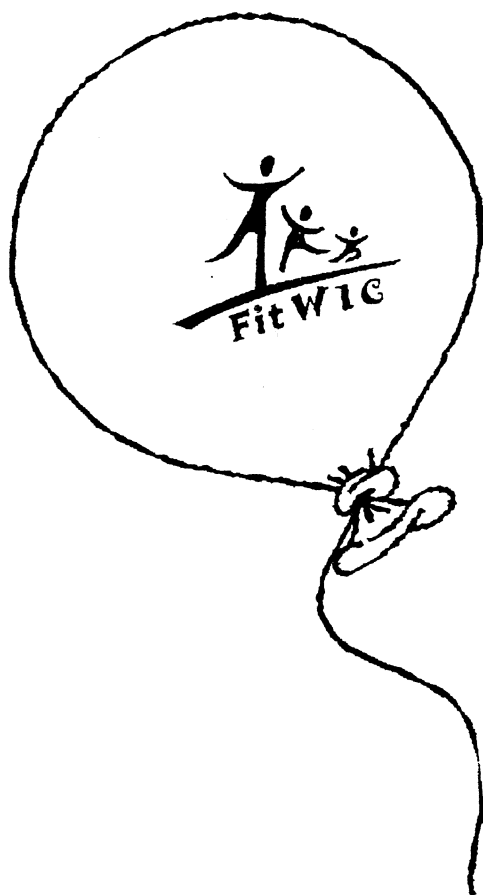


LISTING OF SUGGESTED ITEMS TO PURCHASE FOR PLAY ACTIVITIES

1. Roll of Masking Tape
2. Bean Bags
3. Sidewalk Chalk
4. Soft Balls (for inside play)
5. Newsprint
6. Washable markers
7. Glue Sticks
8. Magazine photos
9. Wrapping paper
10. Empty, clean, plastic milk jugs
11. Paper towel tubes
12. Colored poster paper
13. Aluminum foil
14. Newspapers
15. Flexible plumbing pipe (1/2 inch)
16. Wire coat hange
17. Drinking straws
18. Pipe cleaners
19. Empty bathroom tissue role
20. Unused plastic trash bag
21. Medium sized boxes
22. Empty cereal boxes
23. Empty 2 liter plastic bottles



WICTIVITIES



Educator's Guide



WICTIVITIES

The activities chosen for this kit follow the guidelines set out by the Activity Pyramid. They are designed to help your 3 to 5-year-old child play more actively, learn important play skills, build confidence and self esteem.

The activities are divided into four sections:

- Everyday activities for outside and in
- Skill-building activities for physical play
- Quiet time activities
- Educator's Guide

The Fit WIC kit offers a "grab bag" of ideas for you to choose from in providing group sessions, community programs, etc. All pages may be reproduced for parents, etc. to 'take home.'

How children learn:



We know that in order for young children to enjoy doing an activity they need to succeed at it about 80% of the time; any less and they get frustrated and quit, any more and they get bored quickly.

Children like and need structure and limits. Sometimes it's good to let kids run with their imaginations, and sometimes it's good to direct their play and help them learn important skills.

The parent is the child's first and most important teacher. The physical skills children learn through active play will be skills they can use all of their lives.

It is important to aim for a total of 30 to 60 minutes of active play most days to keep children healthy and happy. Children do not need to play for 30 to 60 minutes all at once -- most young children do best with short periods of active play several times a day.

As you are doing each activity, be sure to include some of the following talking points from the Fit WIC concepts:

- ◆ Children learn by moving.
- ◆ Learning physical play skills is as important as learning colors, numbers, letters etc.
- ◆ When children exercise, they use their brains as much as their muscles.
- ◆ Children can learn some physical play skills on their own: others need to be taught to them.
- ◆ Parents are ideal teachers.
- ◆ Regular physical activity improves mood and overall health, and prevents overweight and related diseases and may improve sleep habits.



AIM FOR SUCCESS



OBJECTIVES:

For parents and other caregivers to:

- Understand the importance of active play in the child's overall development
- Recognize each individual child's skill level
- Adjust skill-building games to meet the child's individual skill level
- Maintain an appropriate level of challenge for each child throughout the lesson

We know that in order for young children to enjoy doing an activity they need to succeed at it 70% to 80% of the time; any less and they get frustrated and quit, any more and they get bored quickly and can become distracted.

Parents and other caregivers can learn to recognize each child's level of skill and adjust skill-building activities accordingly. If a child is not challenged enough by a certain activity, the difficulty can be increased to match the child's ability. Conversely, if the activity is too advanced, it can be made easier.

These activities will help parents and other caregivers recognize the differences in children's skill levels, and adapt activities accordingly.

HELPFUL HINTS

- ☆ Set up a station for each of the three following activities. Divide the participants into three groups and direct each group to a station. Have the children practice each skill with their parent's help as you circulate from station to station.
- ☆ Have children rotate to the next activity station when each child in the group has had a chance to practice each skill. About 8 to 10 minutes at each station would be appropriate for these types of activities.
- ☆ The activities should come to a close when parents have had a chance to observe and help their child at each station.

PARENT HAND-OUTS:

Bean Bag Target Toss

Toss & Catch

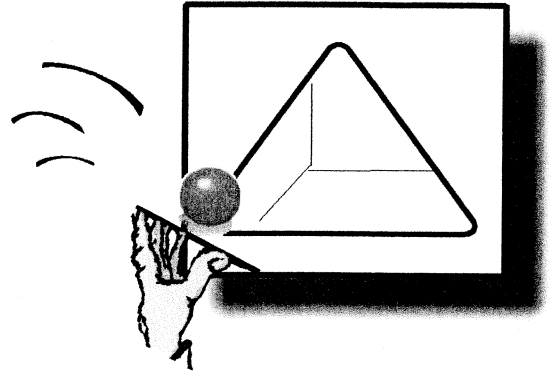
Foot Dribble

WICtivity: Aim for Success

BEAN BAG TARGET TOSS

Equipment:

Bean Bags (about 3 for each child doing this activity at any one time), targets, roll of masking tape



Set up:

Set up bean bag target(s). For the targets you can cut various sized holes into a large cardboard box; use masking tape to mark target squares of various sizes on the floor or a wall; or place various sized containers such as trash cans, baskets and empty boxes around the play area. With masking tape, place several lines on the floor, parallel to the targets, to mark off tossing lines. If you don't have bean bags, you can substitute balls made from crumpled paper or rolled up socks.

What to do:

Have a child try tossing bean bags into the target. Be sure to use the words describing the motions.

Overhand and underhand

Slow and Fast

From close up and from far away

Modifications for skill level:

Easier:

- Have the child move to a tossing line closer to the target.
- Use a target with larger hole or area.

Harder:

- Have the child move to a tossing line further from the target.
- Use a target with smaller hole or area

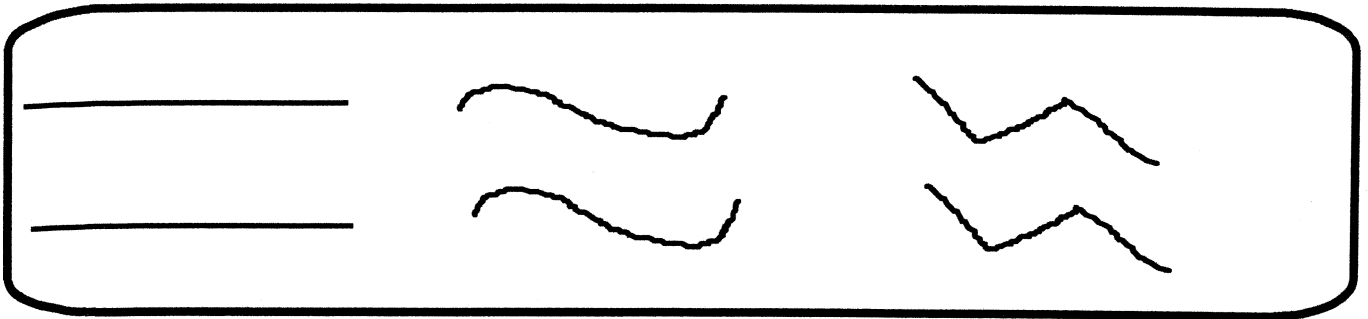
FOOT DRIBBLE

Equipment:

Roll of masking tape: beach balls or other large soft balls

Set Up:

Set up three different paths with masking tape: one straight, one curved, and one zig-zagged.



What to Do:

Have the child try dribbling the ball with her feet along the:

1. Straight path
2. Curved path
3. Zig-zagged path

Skill Pointer:

Show the children how to dribble using the inside edge of the foot, rather than the toe, to move and control the ball.

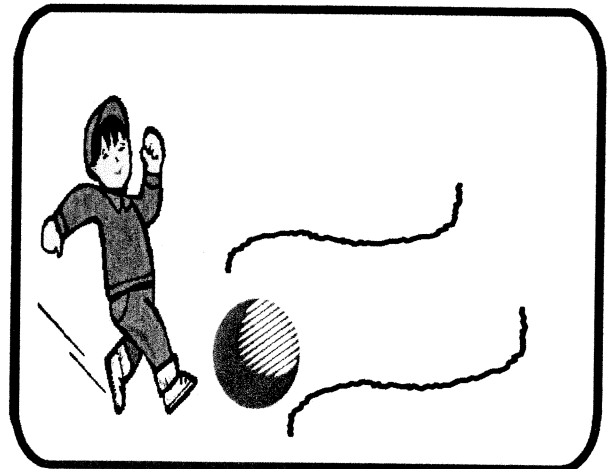
Modifications for skill level:

Easier:

- Omit the paths and have the participants pair up. Ask them to kick the balls very gently back and forth to each other.
- Try using a crumpled paper ball, which won't roll away and will help children maintain control.

Harder:

- Follow the more difficult zig-zag path using increased speed.



WE'VE GOT RHYTHM



Objective:

For parents and other caregivers to:

- Provide a variety of rhythmic experiences so that all children can feel good about moving their bodies to music.

Rhythm and movement come naturally to most children, but occasionally some children are uncomfortable moving to music or a beat. By incorporating a variety of movement activities into your lesson, all children will have a chance to feel good about moving their bodies to music.

Structured rhythmic activities use apparatus such as rhythm sticks, scarves, balls, ribbon wands, etc. to help children explore movement to music. Action songs or traditional dances with specific, choreographed movements also fall into this category.

Creative movement activities are more open-ended and interpretive. Children are encouraged to pretend and use their imaginations. Music or other props can provide children with ideas to move to, and many children's books are wonderful sources of creative movement ideas.

HELPFUL HINTS

This WICtivity includes three types of movement activities. If time, space and audience characteristics allow, it would be best to do all three; but you can certainly tailor the lesson to shorten it if needed. Making the ribbon wands ahead of time will shorten the lesson. We recommend using the enclosed CD's "Playtime Favorites" or "Bodywise."

The goal of this lesson is to help children feel good about moving their bodies. Emphasize to parents that this is much more important than getting the right movement with the right word.

Finish the lesson with the story activity, and at the end of the story, ask everyone to lie down and pretend they're asleep. This will help settle the children and prepare them to leave.

Parent Hand-Outs

Movin' to the Groove

Wavy Wands

Ready, Set, Act it Out!

WICtivity: We've Got Rhythm

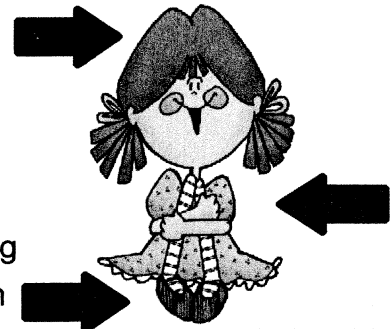
MOVIN' TO THE GROOVE

Equipment:

CD or cassette tape of active children's music and appropriate player

What to do:

Begin the activities with a movement song such as *Head, Shoulders, Knees and Toes* (available on *Playtime Favorites*). Review these body parts with participants, asking children to show you where each is located. Explain to them that each time they hear one of the body parts in the song, they should touch theirs. You can play (or sing!) the song through once and demonstrate if needed.



Other appropriate movement songs you could use here might be *London Bridge*, *Hokey Pokey*, *Skip to My Lou* or *The Wheels on the Bus*.

Modifications for skill level:

Easier:

- Slower songs with fewer transitions in motions are easier.

Harder:

- Faster songs with more movements take more coordination and skill.

READY, SET, ACT IT OUT!

Equipment:

Poems or short stories that contain a strong sense of linguistic rhythm or vocabulary suggesting movement and action, and lend themselves to the acting out of situations or characters. Here are a few suggestions:

Barn Dance by Bill Martin, Jr. and John Archambault, illustrated by Ted Rand

Clap Your Hands, story and pictures by Lorinda Bryan Cauley

Down in the Woods at Sleepytime, by Carole Lexa Schaefer; illustrated by Vanessa Cabban

Skip to My Lou, adapted and illustrated by Nadine Bernard Westcott

Stone Soup, story and pictures by Tony Ross

We're Going on a Bear Hunt, by Michael Rosen, illustrated by Helen Oxenbury

White Snow, Bright Snow, by Alvin Tresselt, illustrated by Roger Duvoisin



Set Up:

Gather everyone into a circle and tell them you're going to read them a story or poem. They may sit and listen to the story, or they can use their imaginations and act out some of the different words or sentences they hear.

What to do:

As you read through the book, you may want to stop in certain places and give prompts for specific movements suggested in the story. For example if you were reading *Stone Soup* by Tony Ross, you could ask children to hang out the wash, wash the dishes, vacuum the house, dig potatoes, chop wood and more!

Modifications for skill level:

Easier:

- Demonstrate actions if children cannot imagine them.

Harder:

- Ask children to act out some of the more complex vocabulary or situations.

I CAN MAKE IT MYSELF

Objectives:

For parents and other caregivers to:

- Understand that play equipment can be made at home from inexpensive materials.
- Help children recognize that they can create their own toys from common household items.

It's easy and inexpensive to make your own active play equipment! It just takes a few simple materials and a little bit of imagination. The purpose of this lesson plan is to show participants that they don't have to spend a lot of money on play equipment to encourage children to be active. Making play equipment can be a fun activity for parents or other caregivers and children to do together.

HELPFUL HINTS

Because this lesson is more complex than the others, you may decide to choose just 2 of the following activities. Set up a station for each activity, divide the participants into groups and direct each group to a station. Have parents and children make each piece of equipment and practice the related skills as you circulate from station to station. Rotate to the next activity when everyone has finished at their station.

The activities should come to a close when parents have had a chance to observe and help their child at the activity at each station. Applaud the children for their efforts!

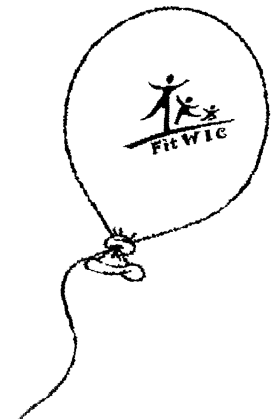
Parent Hand-outs:

Crumple ball Box Toss

Shake It, Baby

More Active Toys You Can Make at Home

WICTivities: I Can Make It Myself



CRUMPLEBALL BOX TOSS

Equipment:

Newsprint paper; masking tape; medium sized, open cardboard boxes (about 16 inch square, allow one per child); optional- markers, glue sticks, magazine photos, wrapping paper, etc., for decorating boxes

Set up:

For the crumple balls, have newsprint or other paper (at least several sheets per participant) available to make balls from. Set out the boxes (and materials for decorating them if time and audience characteristics allow).

What to do:

Give each child (or child and adult pair) paper for making the balls, an open cardboard box, and materials for decorating the box (if desired). Have participants crumple paper into balls, and fold in the top flaps on the tops of their boxes to make a basket style container. Once the balls and boxes are completed, adults can mark parallel lines on the floor with masking tape at appropriate distances from the cardboard baskets. Have participants toss the balls into the boxes. Instruct them to try:

Underhand, Overhand
Fast, Slow
Hard, Soft

Modifications for skill level:

Easier:

- Have the child move to a tossing line closer to the box.

Harder:

- Have the child move to a tossing line further from the box.

Variations:

Describe or demonstrate other possible games using crumple balls such as milk jug catch: use empty, plastic gallon milk jugs with the bottoms cut off as catching scoops (tape over any rough edges for safety).



MORE ACTIVE TOYS YOU CAN MAKE AT HOME

BALANCING TUBES

Use paper towel tubes to carry around a ball balanced on one end. The bigger the ball, the more difficult to balance. You can try running with the tubes or passing the ball from tube to tube.

JUMP ROPE

The best length for young children is 7 feet. Heavy weight rope is easiest for them to get over their heads.

FLYING DISKS

Coffee can lids make great tossing toys. Take them outdoors for more active fun.

KITE

Decorate a paper bag using crayons, markers, stickers, etc. Glue a crepe paper streamer to each bottom corner. Punch a hole in 2 opposite sides of the bag, near the top and tie a short piece of string through them to form a loop. Attach another long string for flying line to the loop. Go outside and fly your kite!

Bean Bags

Sew together squares of cloth measuring $5\frac{1}{2}$ by $5\frac{1}{2}$, allowing a 14 inch seam and leaving a gap on one seam for filling. Fill with about $\frac{1}{2}$ cup ice, dried beans, peas or lentils. Sew up the gap.

A BALANCING ACT

Objectives:

For Parents and other caregivers to:

- Understand the concepts of static and dynamic balance.
- Understand the importance of teaching children balancing skills.
- Help children feel successful doing a variety of balancing activities.

HELPFUL HINTS

Begin the class with a short discussion about the concept of balance. Without it, we'd fall over all the time! Parents and children may relate to infants who are just learning to walk--consider the number of times they fall down as they lose their balance.

Demonstrate the differences between static and dynamic balance. An example of static balance would be standing in place on one foot. An example of dynamic balance would be walking along a "tight rope" of tape on the floor.

Set up a station for each of the 4 following activities. Provide instructions for the activity at each station. Divide your participants into groups and have the children practice each skill with their parents help as you circulate from station to station.

Rotate groups to the next activity station when each child in the group has had a chance to practice each skill. Approximately 6 to 8 minutes at each station would be appropriate for most preschool children.

The activities should come to a close when parents have had a chance to observe and help their child at the activity at each station. Applaud the children for their efforts!

Learning balance is an important skill for children. For very young children, balance may simply mean not falling over. There are two types of balancing skills--static and dynamic. Static balance is holding a desired shape while stationary. Dynamic balance is balancing while moving. Dynamic balance is critical to a young child's development of movement skills. Without it children would not be able to move about effectively and safely through their environment.

BODY SHAPES

Equipment:

Masking tape; large sheets of heavy, colored poster paper cut into shapes such as a circle, square, rectangle, triangle

Set Up:

Tape the colored paper shapes securely to the floor with masking tape. Another option would be to simply mark the outline of the shapes on the floor using the masking tape.

What to do:

Ask each child to choose a shape and have the child step inside of the shape.

Direct them to try the following activities:

Sit inside their shape on their bottoms and:

- Extend feet out (off the ground)
- Keep feet extended and extend arms out, too (if this is too difficult, try keeping one arm and/or one leg touching the floor.)



Stand in the middle of their shape and:

- Bend on knee, keeping that foot off the ground
- Extend that leg, keeping the foot off the ground
- Lean forward with leg extending back off the ground (like a bird or plane!)



Keeping both arms extended out to the side can help children maintain balance.



Balance on the outline of their shape:

- *Square or rectangle*: On all fours, with hands and feet on each of the four corners (arms and legs are straight)
- *Triangle*: Place feet on two points of the triangle. Place hands (easiest), elbows, or head (most difficult) on the third point
- *Circle*: Stand in the middle and place hand anywhere on the perimeter

BALANCE BEAM

Equipment:

Roll of masking tape

Set Up:

Create a "balance beam" on the floor for each child at the station. Mark out an area about 6 to 8 feet long and 4 inches wide using masking tape.

What to do:

Have a child jump onto the "balance beam." Point out the value of using outstretched arms for balance.

Have child try walking along the balance beam:

- Forward--walk forward along the beam, one foot in front of the other, heel to toe
- Sideways--walk sideways along the beam. Now try walking sideways, one foot crossing over the other (this is more challenging!)
- Backward--walk backward along the beam, placing one foot in back of the other, toe to heel!

Skill Pointer:

Suggest the children step with one foot, stop to regain balance, then step with the other, and extend their arms out to help maintain balance.

Modifications for skill level:

Stand beside child and hold her hand to make it easier.

Use a tight rope--just a single length of tape instead of the balance beam. Change direction without moving along the tight rope to make it harder.

Variations:

Have a child try:

- Jumping over the balance beam
- Balancing on one foot on the balance beam
- Hopping on one foot along the balance beam



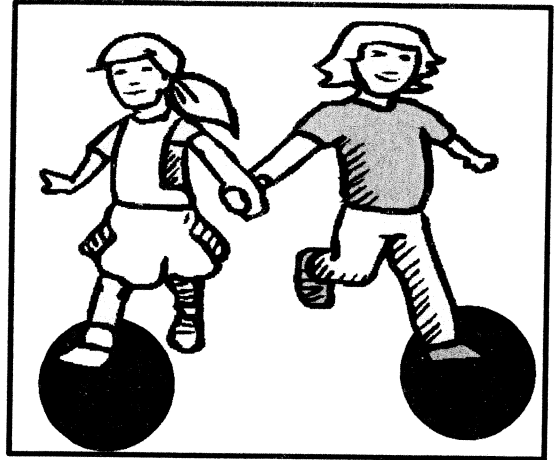
CONNECT THE DOTS

Equipment:

Large, open floor-space space.

What to do (easier):

Have a children and adults hold hands and form a large circle. Then ask everyone to drop hands and place their right hand on their neighbor's left shoulder. Lead the group through a series of actions while maintaining individual and group balance. Actions to try include:



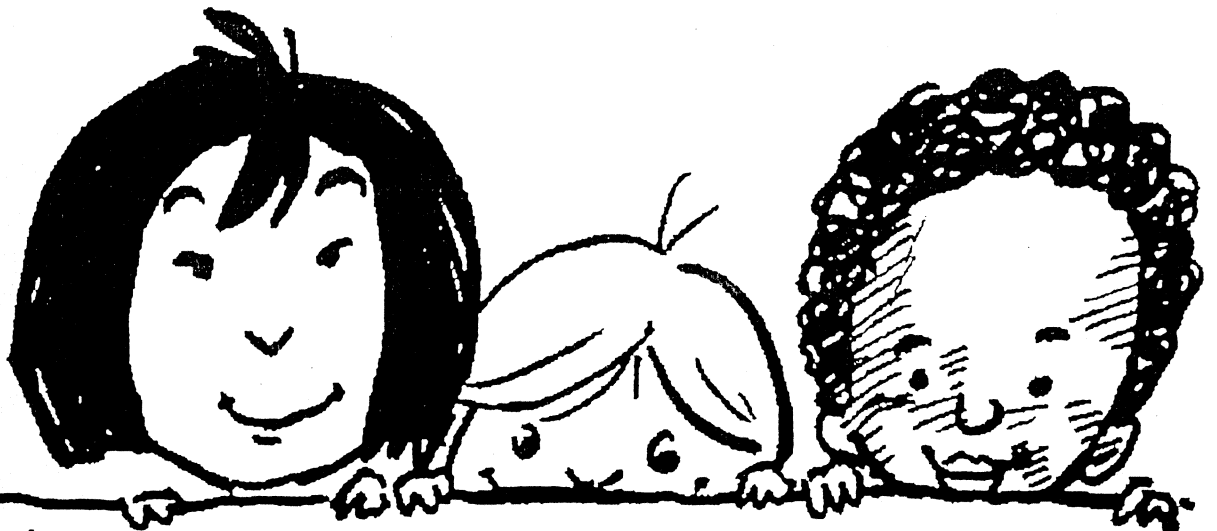
- Standing on one foot, first left, then right
- Leaning forward, leaning to the left, leaning to the right, leaning back

Variations (harder):

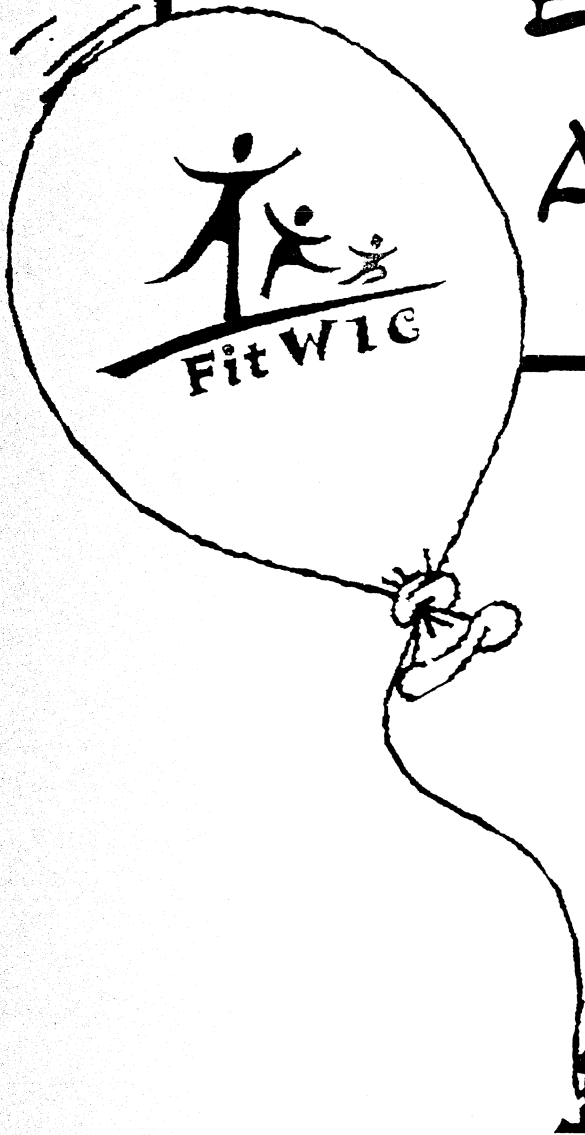
Tape a series of paper circles across the floor, spread about 2-3 feet apart. Divide group in half. Have one half each pick a circle and stand on it. Ask the other half to try to "connect the dots" by stretching and balancing on different parts of their bodies to reach and connect with participants who are standing on the dots.

Once everyone is connected, ask the standing group to balance on one foot, while connector group adapts to maintain connections.

See if the whole group can maintain balance while leaning left, right, forward and backwards.



EVERYDAY ACTIVITIES



Everyday Activities



Take advantage of your child's natural activity level by teaching him to help you inside or outside the house. Helping around the house teaches children responsibility and self-respect. Children like having responsibility. At first it will take some effort on your part, but will pay off in the long run. Helping around the house is a good alternative to watching TV. And keeping the house and yard picked up leaves a clear space for kids to play safely!

The helping activities listed below are perfect for your 3 to 5-year-old. Start with the easiest ones and work your way up to harder jobs.

TASKS YOUR CHILD CAN HELP WITH

Indoor Helping Activities

- pick up her toys
- make beds (pull up the covers)
- carry laundry
- clean floors (sweep, mop, vacuum)
- pick up the living room
- dust furniture
- carry and put away groceries
- set the table for family meals
- water plant
- feed and care for pets

Outdoor Helping Activities

- sweep the porch
- pick up the yard
- hang out laundry
- wash the car or brush off snow
- stack firewood or pickup kindling
- wash the dog



EVERYDAY...PLAY OUTSIDE

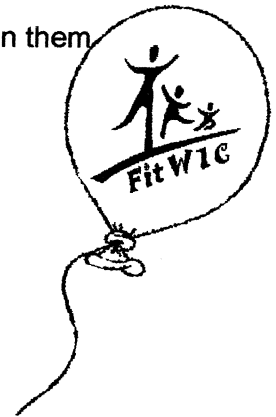


Since children are naturally active, if you take them outside they will play. Find a safe place for them and keep an eye on them or better yet, play with them.

Explore the different seasons. Stomp in puddles, splash through sprinklers, jump into piles of autumn leaves, build a snow fort. In cold weather it will be easier if you keep everyone's outdoor clothes organized. During summer it's helpful to keep sunscreen, hats and water handy.

Try these ideas:

- **Put a plastic mat or piece of cardboard on the floor near the door for wet or snowy boots.
- **Put up some hooks for jackets and snow pants.
- **Give each child a box, bin or basket to keep their hats, scarves, heavy socks and mittens in. (Your child can have fun decorating her box)
- **Get a plastic water bottle for each member of the family and write their names on them



**Now you're dressed and ready to go
out to play, snow or shine!!**

Cold Weather Activities

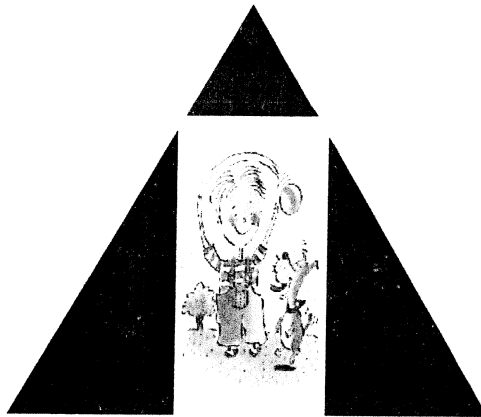
go for a walk outside (dress warmly!)
play in the leaves or in the snow
help rake leaves or shovel snow
make a snowman, a snow angel or snow fort
go sledding
go ice skating
play inside
help with chores
play music...stretch, dance, climb,

Warm Weather Activities

jump in puddles
play outside
weed, water, and rake the garden
run through a sprinkler or splash
in a wading pool
play with sand, pails and shovels
play with water
help wash the car
ride a tricycle or bike



ACTIVITY PYRAMID



The Activity Pyramid is a guide to physical activities that are best for children 3 to 5 years of age. The main idea is to play vigorously everyday!! Second is to learn and build play skills. Third is to get to know places in your community where children can be active with their families.

Here's how to use it:

The base of the Activity Pyramid lists ideas for activities to do everyday, like helping with yard work, taking a walk and climbing stairs. There may be other activities you can add to this area also.

In the middle section of the Activity Pyramid are ideas for helping children learn more specific active skills, like playing kickball, swimming for a period of three to five times a week at least 20-30 minutes.

In the third section of the Activity Pyramid are active skills like swinging, tumbling and dancing. These developmental skills need to be taught and are important to the physical well being of children. The more a child practices, the more skilled he will become.

The top of the Activity Pyramid includes activities that should be limited, such as watching TV and playing computer games. While those activities can be fun and educational, it's important to turn off the TV and computer games and go outside and play.

Advising parents to hang the Activity Pyramid on their refrigerator or near the door can help to remind them and their children to be active everyday



QUIET TIMES



It's a lot easier for children to get wound up and going than to slow down and stop. Give them time to stop slowly. Their minds need some transition time so that they can begin slowing their bodies down. Remind them two or three times before you want them to stop.

For Example:

- We have about 10 minutes and then we need to be going.
- We have about five more minutes.
- Where do you want to spend it?

Then:

- Okay, time for one last slide, then we're out of here.

To help your child settle down after active play, try to develop a regular cool down routine. Here are some ideas:

- Offer your child a refreshing glass of water.
- Offer your child a favorite doll, toy car or other quiet toy.
- Offer to read your child a story.
- Teach your child a special signal that lets her know it's time to cool down--this could be clapping your hands, holding up 2 fingers in the air, or singing a familiar song like "Twinkle, Twinkle Little Star." Use this signal every time it's time to settle down.

Avoid using TV, videos, computers as your main quiet time activity.



ADDITIONAL READING FOR QUIET TIMES

Look for these children's books at your local library

Growing Vegetables

- *Growing Vegetable Soup* by Lois Ehlert
- *This Year's Garden* by Cynthia Rylert
- *Pumpkin Pumpkin* by Jeanne Titherington
- *The Carrot Seed* by Ruth Krauss
- *How a Seed Grows* by Helen J. Hordan Kaurkhalsa
- *Native American Gardening* (stories, projects and recipes for families) by Michael J. Caduto and Joseph Bruchac Numeroff

Cooking

- *This is the Bread I Baked for Ned* by Crescent Dragonwagon Rockwell
- *My Kitchen* by Harlow Rockwell
- *Cooking with Kids* by Caroline Ackerman
- *My First Kitchen Gadget* (series of six) by Joan Barkan

Fruits and Vegetables

- *Soup for Supper* by Phyllis Root
- *The Pea Patch Jig* by Thatcher Hurd
- *Apples and Pumpkins* by Ann Rockwell
- *Corn is Maize: The Gift of the Indians* by Alik

Being Active:

- *The Snowman* by Raymond Briggs
- *Over, Under & Through* by Tana Hoban
- *Jump Frog, Jump* by Byron Barton
- *My Very First Book of Motion* by Eric Carle
- *Toddlerobics Animal Fun* by Zita Numcome

Grains & Protein

- *Pancakes, Pancakes* by Eric Carle
- *Peanut Butter and Jelly* by Nadine B. Westcott
- *Green Eggs and Ham* by Dr.,. Suess

Foods and Eating

- *Gregory, The Terrible Eater* by Mitchell Sharmat
- *What a Good Lunch!* by Shigeo Wantanabe
- *Bread and Jam for Frances* by Russell Hoban
- *The Very Hungry Caterpillar* by Eric Carle
- *If You Give a Moose a Muffin* by Laura J. Numeroff

Breakfast

- *Pancakes for Breakfast* by Tomie dePaola
- *Oh Dear!* by Rod Campbell
- *Anytime Mapleson and the Hungry Bears* by Mordicai Gerstein
- *The Three Bears* by Paul Galdone
- *Like Butter on Pancakes* by Jonathon London

Food Folklore

- *Johnny Appleseed* by Steven Kellogg
- *Stone Soup* by John W. Stewig

Foods and Counting

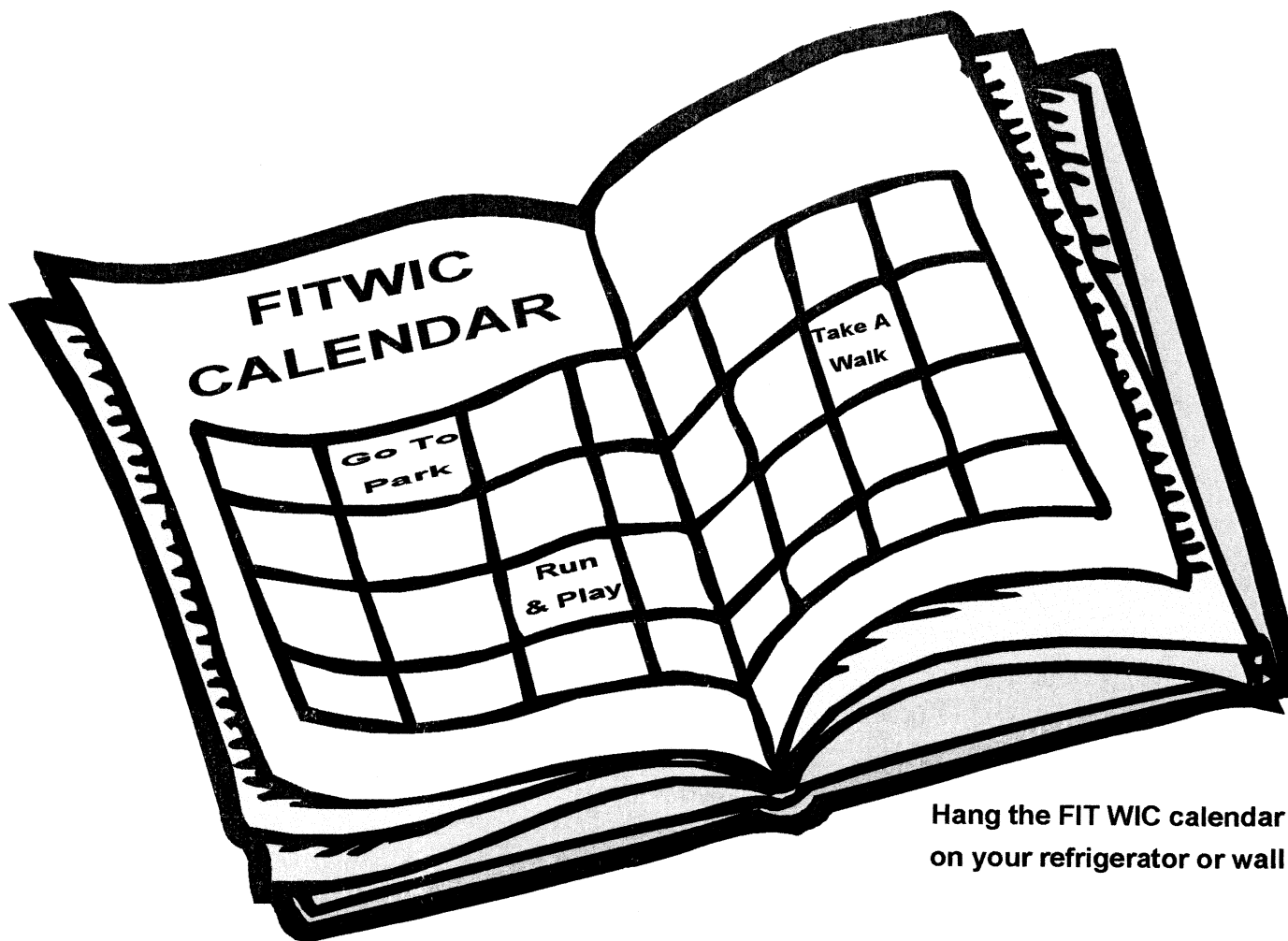
- *Ten Apples Up On Top* by Theo LeSieg
- *The Rajahs Rice Adapted* by David Barry



Like the rest of us, children don't do as well when they are tired. Getting tired makes physical coordination more difficult. Learn your child's signals and find ways to let him rest between active play.

Build in favorite quiet time activities between high energy and high effort play.





Hang the FIT WIC calendar
on your refrigerator or wall

The kit contains a blank ready to use calendar that can be copied for use with parents.

Use the calendar to plan ahead for special activities.

- Write in the name, time and place of the upcoming event on the appropriate date on the calendar.
- Invite a friend. Make a play date.
- Check the calendar each morning to help you organize your day.
- Use the calendar as a place to track your child's daily physical activity.



SKILL-BUILDING PHYSICAL PLAY

The following activities were chosen to meet the specific developmental needs of children ages 3 to 5. They are easy to do and are a great alternative to watching TV. All of the activities are designed for outside play--or can be adapted for indoors based on weather or your own person needs.

Preschoolers learn by moving, imitating and following examples.

The activities in this section address skills like:

Running and Jumping

Tumbling, Rolling, Crawling & Climbing

Rhythmic Movement & Balance

Catching, Kicking & Throwing

Imagining & Pretending

A parent/caregiver is the child's most important teacher. The skills that are taught through active preschool play will build self-confidence and help a child feel comfortable about being active the rest of her life.



TOYS THAT ENCOURAGE PHYSICAL PLAY

Most of the activities in this Skill-Building Play section use homemade play objects that are easy to make from items that can be found around the house. Toys that encourage physical play don't have to cost a lot of money.

Here are some ideas to try:

Balls

Rolled-up socks, crumpled paper, newspaper, old aluminum foil, yarn



Bubbles & wands

See recipe and ideas in "Bubble Chase"

Hoops

Make your own with 6 feet of 1/2 inch flexible plumbing pipe, join with a plastic pipe connection. Decorate with colored plastic tape, if you like.

Racquets

Pull the bottom of a wire coat hanger down into a diamond or circular shape. Cover with an old pantyhose leg, nylon knee high or large sock, securing the end with a rubber band or masking tape. Bend the hook of the hanger in and cover any sharp edges with masking tape to make a handle.

Some of these equipment ideas might make good gifts from parents, relatives or friends

For 3 to 4-year-olds

throwing targets
hula hoop
bowling set
foam frisbee
whiffle ball
tricycle or big wheel
doll stroller
plastic racquets
plastic lawn & garden tools
wading pool -- adult supervision required!
sand box
bubbles

For 4 to 5-year-olds

kite
playground ball
jump rope
bike with training wheels
double-bladed ice skates
junior size baseball bat with tee
wagon
toy hockey set
paddle racquets
velcro catcher's mitt with velcro ball
sled
sidewalk chalk

Running & Jumping Games

Chase Me, Chase Me

2 or more players

Playfully chase your child safely through the yard, the playground or the house. Outside go uphill and downhill, zig and zag, fast and slow, forward and backward. Hug him gently upon "capture!!"

Bubble Chase

1 or more players

Equipment: bubble solution; wand for each player

Procedure: Make up some bubble solution several hours ahead of time. Let your child blow bubbles and have fun chasing, popping or stomping them!

This works best outside in the shade, or on a cool, cloudy day!



Homemade Bubble Recipe

2/3 cup concentrated dish washing liquid

4 cups water

Optional: 1 Tablespoon glycerin, which you can buy at any drug store.

- Pour the water into a large container like a plastic dish pan or a clean empty milk jug.
- Add the dish washing liquid and gently stir.
- Add the glycerin and gently stir.
- Let the bubble mixture sit for several hours before using. The longer it sits, the better the bubbles.
- Cover and store any leftover bubbles for another day. Leftover plastic yogurt or margarine containers with lids work great for storing bubbles.

Tips:

1. Some dish washing liquid brands may work better than others. Experiment to learn what works best for you.
2. Distilled water may help make bubbles better
3. Glycerin isn't expensive and it really makes bubbles stronger and longer lasting.
4. Let the bubble wand sit in the bubble mix for a few seconds and try not to stir--stirring makes suds and foam, which are bubble busters!!

Running & Jumping Games



Bubble Wand Ideas

- Dip plastic straws into the bubble solution and gently blow to make tiny bubbles.

You can also tape three to five straws in a circle for a big bubble made up of little connected bubbles.

- Bend a hanger into a circle with a short handle. You can cover the handle with tape if it's sharp at the bottom. It's good to twist 2 wires together to make one loop--this lets the wand hold more bubble solution and makes the handle less dangerous

You can also bend pipe cleaners into shapes and use those as wands.

- Open plastic cookie cutters make good wands.
- Cut a hole in the center of a plastic yogurt or coffee lid.

HULA HOOP CHASE

1 or more players

Equipment: For each player--a large plastic hoop

Procedure: Let your child roll the hoop and chase after it. This is most fun outside. If you can't get outside, you can also play inside.

Variation: *Let your child hold the hoop at her waist. "Drive" around outside or inside as a fire truck, dump truck or car.*

HULA HOP

1 or more players

Equipment: 1 or more large plastic hoops

Procedure: Lay hoop(s) on the sidewalk, lawn or floor and let your child jump or hop in and out of them.

Running & Jumping Games

Square Hop

1 or more players

Equipment: sidewalk chalk or masking tape

Procedure: Make a pattern of squares on a safe sidewalk or driveway with sidewalk chalk, or in the dirt using a stick. Have your child hop in and out of each square. Have her repeat the activity with the other foot. Inside make squares around the room on the floor using masking tape.

Variation: Children who aren't skilled at hopping on one foot yet can try this activity jumping with two feet.

Frog Hop

1 or more players

Procedure: Have your child squat down on the lawn or floor, like a frog. Tell her to reach forward, putting her hands on the floor. Then have her jump her feet so they land close to her hands. Try big and small leaps and have her make frog sounds as she jumps!!

Variation: Draw lily pads with sidewalk chalk on a safe sidewalk or driveway, or draw lily pads in the dirt or even in the snow. Let your child jump on and off the lily pads. To play inside, you can also make lily pads out of cardboard or paper. Decorate if you wish and use masking tape to secure the lily pads to the floor.



Running & Jumping Games



Jump Right Over

1 or more players

Equipment: sidewalk or masking tape

Procedure: Draw two lines on a safe sidewalk or driveway using chalk or draw two lines in the dirt, parallel to each other, about one foot apart. Have your child jump across the "river" to the other side--being careful not to get his feet wet! You can make the rivers wider as your child's jumping skills improve.

Variation: Draw a single line and let your child practice jumping and hopping over it. Inside, use masking tape to make one or two lines on the floor

Jumping Jack

1 or more players

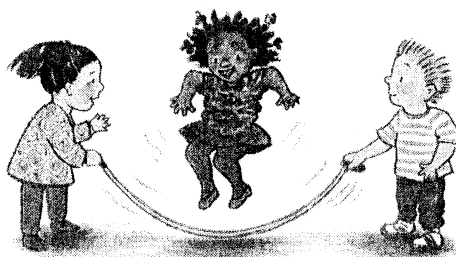
Equipment: For each player -- an empty bathroom tissue roll, paper, red or orange crayon, masking tape

Procedure: Use the bathroom tissue roll for a "candlestick." Cut a "flame" from paper, color it and tape it to the candlestick. Place the candlestick outside on a flat spot or inside on the floor, and have your child jump over it.

You and your child can recite this rhyme as he jumps:

*Jack be nimble,
Jack be quick,
Jack jump over the candlestick.*

Practice jumping high, medium an



RUNNING AND JUMPING GAMES



Galloping Pony

1 or more players

Equipment: For each player--cardboard wrapping paper tube, paper bag, masking tape, newspaper, crayons or markers

Procedure: Make a cardboard horse by decorating the paper bag to look like a horse's head. Stuff the head with crumpled newspaper and tape it onto one end of the cardboard tube. Have the child gallop around to visit different parts of the yard or house. Practice going slow and fast, forward and backward, galloping and prancing.

Variation: Have child pretend she/he is a Pony Express carrier, bringing mail or supplies to different places, or picking up toys to deliver to the toy box.



TUMBLING, ROLLING, CRAWLING AND CLIMBING



Creeping, Crawling, Climbing

1 or more players

Equipment: large boxes, chairs, tables, sheets

Procedure: Create an obstacle course with several objects your child can pass over, under and through. Try it outside with lawn furniture and cardboard boxes of various sizes. Large cardboard boxes can be cut to create a tunnel, or just left open at both ends.

Variation: *Let children creep and crawl safely through, under, over and around large objects in your home. Drape sheets over chairs or tables or use large boxes to create "tunnels." Have children pass through the tunnel, moving forward and backwards, slowly and more quickly.*

Hula Crawl

2 or more players

Equipment: large plastic hoop for each player

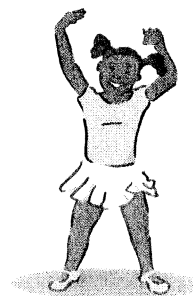
Procedure: Hold a hoop upright and let your child crawl, creep, or climb through it. Let your child practice going backward and forward, under and through.

Variation: *Stand with your legs apart and let your child creep or crawl between them.. If you have enough people, make a human tunnel!*

Roll Like A Log, Tumble Like A Weed

1 or more players

Procedure: Roll, tumble, rollover, somersault, bend and stretch outside on a soft grassy area, in the leaves, or in the snow. Inside, try this on a mat, mattress, rug or blanket.



TUMBLING, ROLLING, CRAWLING AND CLIMBING



Back Rock

1 or more players

Procedure: Have your child lie down on the ground on her back. Help her put her feet and hands up in the air, pull her knees into her chest, and hold onto her knees with her hands. Ask her to rock back and forth along her spine.

Forward Roll

1 or more players

Procedure: Ask your child to squat on the ground or floor and place his hands flat in front of him on the floor. Have him press on the balls of his feet, stick his bottom up into the air, tuck his chin into his chest, place his head between his knees, and roll forward on the back of his head. To help him remember to keep his chin tucked in, you can have him hold a bean bag under his chin.

Footsie Roll

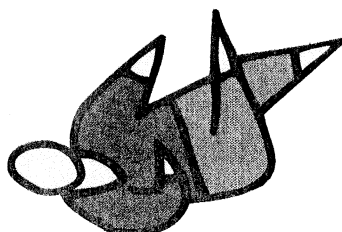
2 or more players--since this activity is done in pairs, you need an even number of players

Procedure: Have players pair up and lie on the ground or floor on their backs with the soles of their feet touching each other's. Ask one child to try rolling over without letting her feet come away from her partner's feet. Take turns being the partner who does the rolling.

Climb Every Mountain

1 or more players

Procedure: Find a hill or build one out of snow or dirt and climb to the top. Roll back down on your side!



RHYTHMIC MOVEMENT AND BALANCE



Freeze Dancing

2 or more players

Equipment: music

Procedure: Put on some music ("Bodywise" or "Playtime Favorites") or make your own and let your child dance. Explain to your child that when you stop the music, everyone freezes. Start dancing when the music comes on again. If you have a portable tape player or radio, play outside.

Moving to Music

Use a favorite cassette or CD and do movements to the music. Some suggested songs with movement are

"Skip to My Lou"

Show your child how to skip around, pretend to fly for "Flies in the buttermilk...", etc.

"Ring Around the Rosy"

Join hands with your child, circle around and then fall down.

"Ten in the Bed"

Show your child how to roll on the ground or floor for "Roll over, roll over."

"Wheels on the Bus"

Show your child how to circle his arms for the wheels going around; jump up and down for the people going up and down; move her arms back and forth for the wipers going swish; walk or run backwards to move on back, etc.

"Head, Shoulders, Knees & Toes"

Have your child touch his head, shoulders, knees, toes, etc. whenever he hears those words. Let him follow your movements if he needs help.

"The Ants Go Marching"

Have your child march around. Create movements to go along with words that your child can follow--pretend to climb a tree, pick up sticks, etc. Have your child stomp her feet for "Boom, Boom, Boom,..."

RHYTHMIC MOVEMENT AND BALANCE



Mirror Me

2 or more players, best with an even number of people

Procedure: Face one another. As one person moves, the other person does the same, as if they are a mirror image.

Marching Band

1 or more players

Equipment: containers with lids, dried beans, spoons, pots and pans, rubber bands

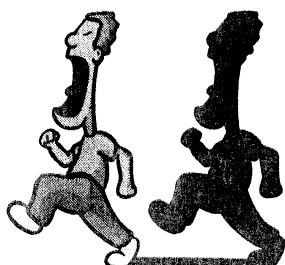
Procedure: Make some instrument using dried beans in a closed container to shake, spoons to bang on pots, rubber bands to stretch over open containers and twang. Let each child have her own instrument. March around the yard or in the house.

Scarves and Ribbons

1 or more players

Equipment: For each player--scarves or ribbons that can be held in your child's hand or tied to a wooden spoon.

Procedure: Move around outdoors with scarves or ribbons. Vary movements from slow and gentle to quick and lively. Move with just one scarf or with several. Try making circles, zigzags, figure 8's and waves with scarves. If you have a portable radio or tape player, try moving to different types of music using the scarves or ribbons, or play Scarves and Ribbons inside to music.



CATCHING, THROWING, AND KICKING GAMES



Tidy-Up Toss

1 or more players

Equipment: an empty box

Procedure: Have your child pick up outside toys and drop in box for points. Or have your child toss a ball, beanbag or snowball into empty box or bucket outside. Try both overhand and underhand throwing. Let your child step back to toss the ball, bean bag, or snowball from farther away as her skills get better.

Variation: *Inside, have child pick up toys, books, games and drop in box for points, toss ball or bean bag into empty box, laundry basket or wastebasket.*

Trash Bag Toss

1 or more players

Equipment: For each player--unused trash bag, newspaper

Procedure: Fill a trash bag with crumpled newspaper. Tie it shut. Toss it, throw it, roll it or roll on it in the yard or inside.

Safety Caution: Plastic bags can be a choking hazard and may cause suffocation, adults should use caution with infants and toddlers.

Kick Course

1 or more players

Equipment: ball for each player, containers such as boxes, wastebaskets, crates, some open on both ends.

Procedure: Set up the containers around the yard or room. Have your child kick the ball through or into each container as they go around the course.

Variation: Make a course in the snow with shoveled paths, snow tunnels and mounds.

CATCHING, THROWING AND KICKING GAMES



Foot Dribble

1 or more players

Equipment: ball for each player, snow shovel or rake; sidewalk chalk or masking tape

Procedure: Shovel pathways in the snow. Have your child use her feet to move the ball along the pathways.

Once your child has mastered a straight path, make it harder with curved or zigzag paths.

Variations: Make pathways outside with sidewalk chalk, draw lines in the dirt, or rake a path in the leaves in fall. Inside, make pathways by putting 2 long strips of masking tape on the floor about 2-4 feet apart.

Milky-Crunchy Knock Em ' Down

1 or more players

Equipment: empty milk jugs, cereal boxes or 2 liter plastic bottles; ball

Procedure: Set up six or more empty milk jugs, cereal boxes or plastic bottles at one end of the sidewalk or on smooth ground. Ask your child to stand at the other end with a ball and roll the ball into the jugs or boxes. Count the number knocked down. If there is more than one child playing, let them take turns--one child can let them up, one can knock them down. If you can't get outside to play this game it can also be played inside.



CATCHING, THROWING, AND KICKING GAMES



Balloon Body Juggling

(best for 5 year olds)

1 or more players

Equipment: balloon for each player

Procedure: Have your child toss a balloon into the air. You or your child calls out the part of the body to be used to strike the balloon (e.g. knee, foot, elbow). The balloon can also be batted, kicked, or bounced between two players using different body parts.

Safety Caution: Do not use balloons with children under 4 years old. Balloons can be choking hazards. Only adults should inflate balloons.

Racquet Balloon

1 or more players

Equipment: For each player --wire coat hanger, old panty-hose leg, nylon knee high or large sock (or wooden cooking spoon or ruler, strong paper plate); masking tape, balloon, beach ball or paper ball.

Procedure: Make a racquet with a coat hanger. Outside, have your child hit the balloon or ball in various ways with the racquet--hard, soft, overhand, underhand, etc. Play with a partner, bouncing the balloon or ball back and forth.

Variation: *Make a racquet by securely taping a paper plate to a spoon or ruler. Let your child hit the balloon or ball in various ways with the racquet. This variation works well for inside Racquet Balloon.*

Safety Caution: Do not use balloons with children under 4 years old. Balloons can be choking hazards. Only adults should inflate balloons.



CATCHING, THROWING, KICKING GAMES



Beach Ball Bounce Back

2 or more players

Equipment: 2 low-back chairs, masking tape or string, beach ball

Procedure: Make a "net" outside by placing the 2 lawn chairs about 4 feet apart and attaching tape or string across the seat of each chair. Hit, toss or bounce the beach ball back and forth over the net. Help your child practice hitting hard and soft, high and low. If you can't get outside, you can make a net inside.

Variation: *Use an inflated balloon in place of a beach ball. The balloon will move more slowly, making it easier for your child to hit the balloon over the net.*

Do not use balloons with children under 4 years old. Balloons can be choking hazards--only adults should inflate balloons.

Milk Jug Catch

1 or more players

Equipment: For each player--clean, empty, plastic milk jug; ball, bean bag or snowball; tape

Procedure: Cut the bottom off an empty plastic gallon milk jug to use as a catcher. Save the top end with the handle. If the cut edge is sharp, cover it with tape. Make a catcher for each player.

Go outside and let your child place a ball, bean bag or snowball in the catcher, toss it up and then catch it. He can also throw it underhand to another person. The other person catches it in her catcher and throws it back. If your child is successful, let him step back and try tossing the ball, beanbag or snowball from farther away.

Variations: *Make a ball by crumpling up a piece of paper. You can make small, medium or large balls. Paper balls work well for tossing outside or inside.*

The catcher can also be used to scoop up leaves or snow!!

PRETEND GAMES & IMAGINATION



Read, Run and Race About

2 or more players

Equipment: Action storybook

Procedure: Choose a favorite action storybook and encourage your child to copy the actions and expressions of the characters as you read the story out loud to her.

Airplane

1 or more players

Procedure: Have your child put out her arms and move around like an airplane...take off, fly, zoom, land.

Cape Capers

2 or more players

Equipment: For each player--small blanket, towel, or cloth scrap for cape

Procedure: Using a small blanket, or bath towel, show your child how to put it over his shoulders like a cape, holding the ends of the blanket or towel with their hands outstretched. Play make believe together as you say this rhyme...

Flap your wings like an eagle in the sky...

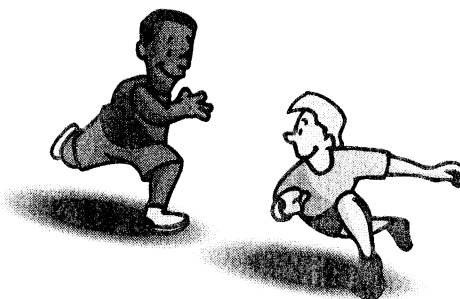
Then soar like an airplane flying high...

Float like a ghost and say "Wooooo!:"

Then drift like a giant cloud in a sky of blue...

Become a super hero, dash and dart about

"I'm coming to the rescue!" is what you shout.



PRETEND GAMES & IMAGINATION

Making Shapes & Animals

2 or more players

Procedure: Call out a shape...round, flat, wide, narrow, long, short pointed, crooked, zigzag..let your child make her body into that share or move in a way that acts out that shape. Have your child use his body to imitate an object--a table, a chair, a flower, a teapot, etc. Or, call out the name of an animal, and let your child act, move around and make sounds like that animal.

Make-Believe Walks

2 or more players

Procedure: As your child walks outside or inside, help her imagine walking through different places..in the forest, through the jungle, on the moon, on the hot sand of the desert, through the snow, in the mud,etc.

Let's Pretend

2 or more players

Procedure: Pretend you and your child are on a farm, and act out the things that happen:

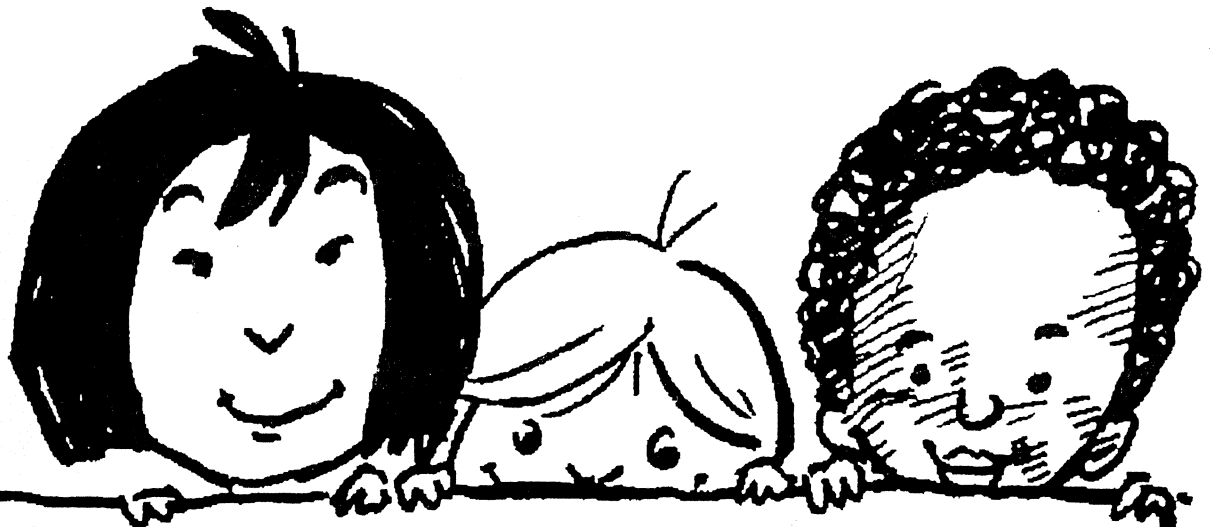
Drive a tractor, plant crops, bale hay, pump water, feed and milk the cows, strut like a rooster, stretch llike a cat, fetch like a dog.

Variation: Choose any other active theme and act out things that happen.

Lightning and Thunder

2 or more players

Procedure: One player is "lightning." On the signal, "lightning," he moves quickly throughout the yard or room. The players who are "thunder" follows behind the lightning, making the sound of thunder rumbling.

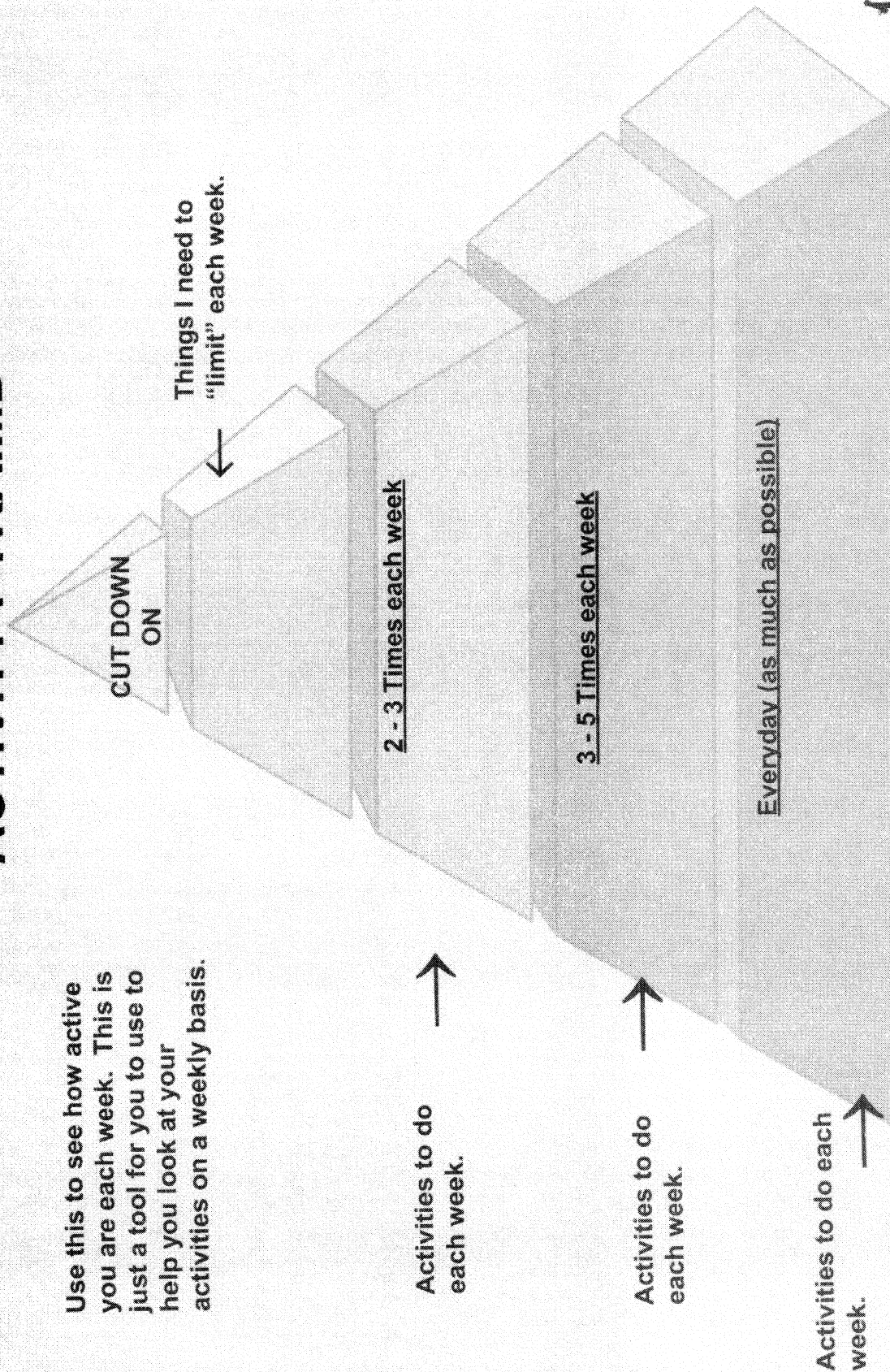


SPECIAL OUTINGS &
EXPLORING IN YOUR
COMMUNITY



MY ACTIVITY PYRAMID

Use this to see how active you are each week. This is just a tool for you to use to help you look at your activities on a weekly basis.



COMMONWEALTH OF KENTUCKY
DEPARTMENT FOR PUBLIC HEALTH
275 EAST MAIN STREET
FRANKFORT, KY 40621

AN EQUAL
OPPORTUNITY
EMPLOYER M/F/H

PAM-ACH 50

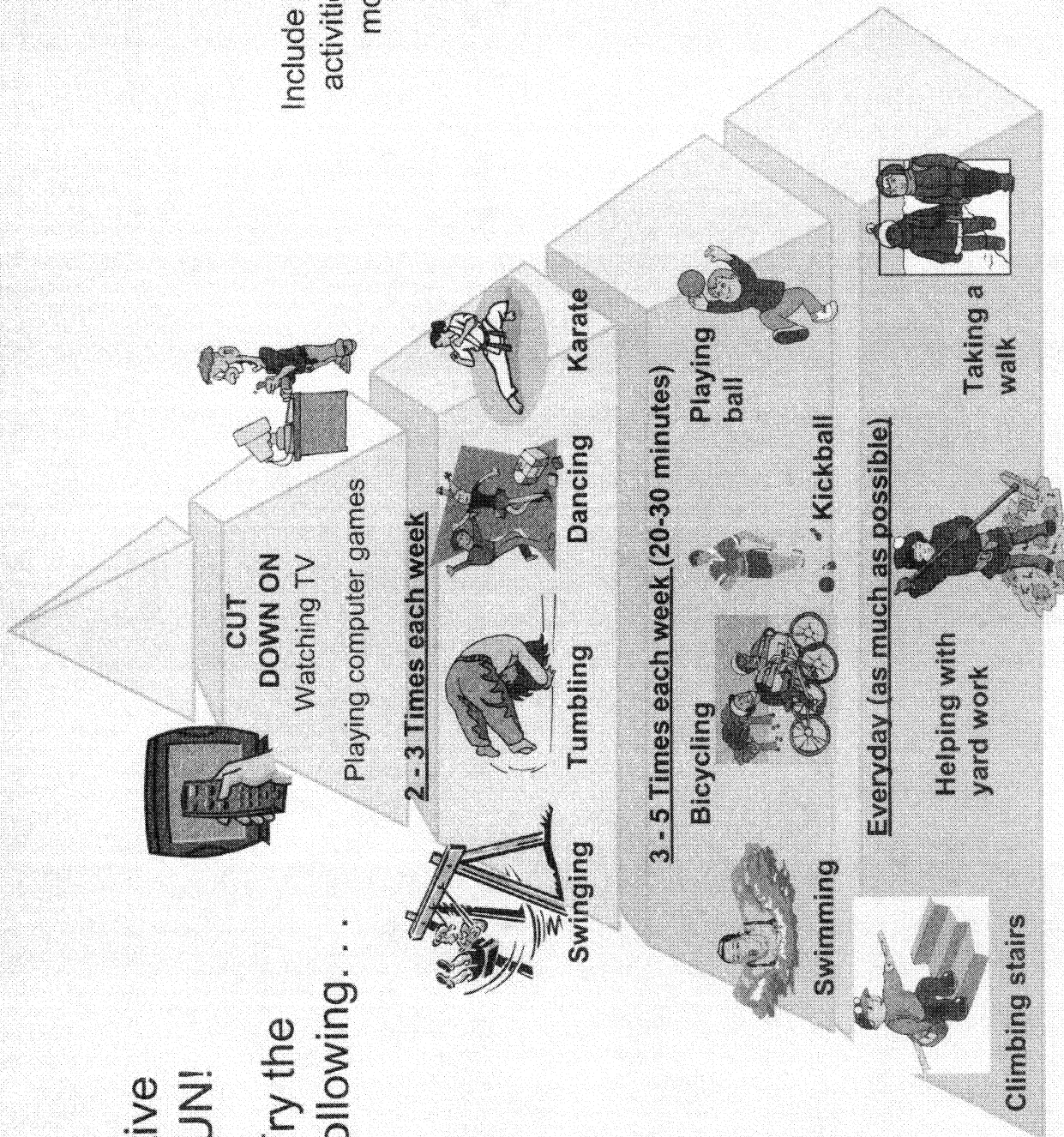


ACTIVITY PYRAMID

Being active
can be FUN!

Try the
following...

Include your favorite
activities for even
more fun!



OTHER RESOURCES FOR YOUNG CHILDREN AND PHYSICAL ACTIVITY

For Educators:

Active Start: Physical Activity for Children Birth to Five Years. National Association for Sport and Physical Education (NASPE). 2002.
12-800-321-0789. [Wwww.aahperd.org/naspe](http://www.aahperd.org/naspe)

Bright Futures in Practice: Physical Activity. Patrick K., Spear B, Holt, K.ofka D. Eds. 2001. Arlington, VA: National Center for Education In Maternal and Child Health.

Designing Preschool Movement Programs. Sanders, Stephen W. 1992.
Champaign, Illinois: Human Kinetics Publishers.

Growing Up Fit—Together. Reicks, Marla. University of Minnesota Extension Service, University of Minnesota, 162 FScN;
Erkles Avenue. St. Paul, MN 55108. mreicks@che2.umn.edu

Movement Activities for Early Childhood. Totsky Hammet, Carol.
1992. Champaign, Illinois. Human Kinetics Books.

Moving and Learning Newsletter. Pica. Rae. 346 No. Barnstead Rd., Ct.
Barnstead, NH 03225. 603-776-7411.

Playouts for Preschoolers Curriculum. Ehlinger, Sally. Early Childhood Physical Activity Specialist, University of Minnesota.
617-827-8087. ehlin006@tc.umn.edu

SPARK Physical Education Curricula. 6363 Alvarado Court, Suite 250,
San Diego State University, San Diego, CA 92120.
1-800-sparkpe. spark@projects.sdsu.edu
www.foundation.sdsu.edu/projects/spark